



# GRADE 12 DIPLOMA EXAMINATION

English 33

Part A: Written Response

January 1991

**Alberta**  
EDUCATION

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**GRADE 12 DIPLOMA EXAMINATION  
ENGLISH 33**

**Part A: Written Response**

**DESCRIPTION**

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **THREE** sections:

	Page Number
Section I: Personal Response to Literature Suggested time: 75 minutes Value: 50% of this examination	2
Section II: Functional Writing Suggested time: 45 minutes Value: 30% of this examination	13
Section III: Response to Visual Communication Suggested time: 30 minutes Value: 20% of this examination	22

**TOTAL TIME:** 2½ hours

**INSTRUCTIONS**

- Read the **WHOLE** examination before you begin to write.
- Follow instructions carefully.
- Complete **ALL** sections.
- Space is provided in the booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use a nonelectronic English language dictionary and a thesaurus, but you may not use any other reference materials.
- Budget your time carefully; the suggested time for each section is a guideline for you.
- Do not write your name anywhere in this booklet.

**JANUARY 1991**

## SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested time: 75 minutes)

Read the excerpt from “Leaf by Niggle” and complete the assignment that follows.

### from LEAF BY NIGGLE

*An artist named NIGGLE has recently passed away. NIGGLE is the subject of a discussion among men of the town near the country home where he lived.*

“I think he was a silly little man,” said Councillor Tompkins. “Worthless, in fact; no use to Society at all.”

“Oh, I don’t know,” said Atkins, who was nobody of importance, just a schoolmaster. “I am not so sure: it depends on what you mean by use.”

“No practical or economic use,” said Tompkins. “I dare say he could have been made into a serviceable cog of some sort, if you schoolmasters knew your business. But you don’t, and so we get useless people of his sort. If I ran this country I should put him and his like to some job that they’re fit for, washing dishes in a communal kitchen or something, and I should see that they did it properly.”

“Then you don’t think painting is worth anything, not worth preserving, or improving, or even making use of?”

“Of course, painting has uses,” said Tompkins. “But you couldn’t make use of his painting. There is plenty of scope for bold young men not afraid of new ideas and new methods. None for this old-fashioned stuff. Private day-dreaming. He could not have designed a telling<sup>1</sup> poster to save his life. Always fiddling with leaves and flowers. I asked him why, once. He said he thought they were pretty! Can you believe it? He said *pretty*! ‘What, digestive and genital organs of plants?’ I said to him; and he had nothing to answer. Silly footler.”<sup>2</sup>

“Footler,” sighed Atkins. “Yes, poor little man, he never finished anything. Ah well, his canvases have been put to ‘better uses’, since he went. But I am not so sure, Tompkins. You remember that large one, the one they used to patch the damaged house next door to his, after the gales and floods? I found a corner of it torn off, lying in a field. It was damaged, but legible: a mountain-peak and a spray of leaves. I can’t get it out of my mind.”

“Out of your what?” said Tompkins.

“Who are you two talking about?” said Perkins, intervening in the cause of peace: Atkins had flushed rather red.

“The name’s not worth repeating,” said Tompkins. “I don’t know why we are talking about him at all. He did not live in town.”

“No,” said Atkins; “but you had your eye on his house, all the same. That is why you used to go and call, and sneer at him while drinking his tea. Well, you’ve got his

*Continued*

<sup>1</sup>telling — striking

<sup>2</sup>footler — fool

house now, as well as the one in town, so you need not grudge him his name. We were talking about Niggle, if you want to know, Perkins.”

“Oh, poor little Niggle!” said Perkins. “Never knew he painted.”

That was probably the last time Niggle’s name ever came up in conversation. However, Atkins preserved the odd corner. Most of it crumbled; but one beautiful leaf remained intact. Atkins had it framed. Later he left it to the Town Museum, and for a long while ‘Leaf: by Niggle’ hung there in a recess, and was noticed by a few eyes. But eventually the Museum was burnt down, and the leaf, and Niggle, were entirely forgotten.

*J.R.R. Tolkien*

British writer, best known for  
his novels *The Hobbit* and *Lord of the Rings*

## THE ASSIGNMENT

In the excerpt from “Leaf by Niggle,” the councillor and the schoolmaster have different opinions about what makes an individual’s contributions to society important, useful, or valuable. The councillor does not value Niggle; the schoolmaster does.

## WHAT DO YOU BELIEVE MAKES AN INDIVIDUAL IMPORTANT, USEFUL, OR VALUABLE TO SOCIETY?

In your writing, you should

- consider the different views expressed about Niggle
- use your own observations and/or experiences to support your opinion

You may also refer to other literature you have studied.

Present your ideas in PROSE.

Pages are provided for planning and drafting and for your revised work.



## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 6, 8, and 10.

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 7, 9, and 11.

## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 8 and 10.



## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 9 and 11.

**Section I: Personal Response to Literature**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 10.

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for Revised Work on page 11.



## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

## Section I: Personal Response to Literature

## REVISED WORK

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**GO ON TO SECTION II**



**SECTION II: FUNCTIONAL WRITING**  
**(Suggested time: 45 minutes)**

Read the situation described below and complete the assignment that follows.

**THE SITUATION**

You and two of your friends have been accepted into a business training program at Red Lake College in September. During the summer, you hope to get some business experience and raise money for college fees by opening an ice-cream stand on Nalwen's main street. You have found suitable business space, and you have contacted the dairy whose product you will sell.

Your friends have asked you to apply in writing to the Nalwen Town Council for the required summer business licence.

**THE ASSIGNMENT**

**WRITE A LETTER TO THE NALWEN TOWN COUNCIL. IN YOUR LETTER, DESCRIBE YOUR SUMMER PROJECT AND APPLY FOR THE REQUIRED SUMMER BUSINESS LICENCE.**

In your letter, BE SURE to

- state the purpose of your letter
- outline the details of your project
- present appropriate reasons for wanting a business licence
- use an appropriate tone

NOTE: Letter format has been provided beginning on page 15.

Sign your letter PAT JONES.

*Continued*

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 16 and 18.

## Section II: Functional Writing

## REVISED WORK

609 Nalcreek Drive  
Nalwen, Alberta  
T9R 3P3

January 9, 1991

Ms. L. Bouchard  
Secretary-Treasurer, Nalwen Town Council  
P.O. Box 227  
Nalwen, Alberta  
T9R 2T4

Dear Ms. Bouchard:

[illegible]

There is additional space for Revised Work on pages 17 and 19.



**Section II: Functional Writing**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 18.

## Section II: Functional Writing

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 19.

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**



## Section II: Functional Writing

## REVISED WORK

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**GO ON TO SECTION III**

### SECTION III: RESPONSE TO VISUAL COMMUNICATION



*Continued*



**SECTION III: RESPONSE TO VISUAL COMMUNICATION**  
**(Suggested time: 30 minutes)**

Examine the photograph on page 22 and complete the assignment below.

**THE ASSIGNMENT**

**What idea(s) does the photographer communicate with this photograph? Explain how the details in the photograph and the photographer's choices reinforce the idea(s).**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 24 and 26.

### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 26.

### Section III: Response to Visual Communication

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 27.

### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

### Section III: Response to Visual Communication

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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**DO NOT WRITE  
ON THIS PAGE**

**M1**

**M2**

**M3**

ENGLISH 33: PART A

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**DATE OF BIRTH:**

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**SCHOOL:** \_\_\_\_\_

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ENGLISH 33: PART A